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| <b>Overview</b> | <p>The year 7 Drama curriculum is sequenced so that pupils build up their skills in teamwork and role-play so that they can apply these skills to devising Drama based on a theme and characterisation for script work. Drama is then explored as a process as well as a subject in its own right through the development of Drama techniques and exploration of a genre. Assessment at KS3 consists of awarding pupils with ARGs based on teacher assessments in Making, Performing and Responding. This enables pupils to demonstrate and improve their skills in rehearsals, performances and observation / peer feedback.</p> <p>Every year group in KS3 learns about Drama through devising, script work, drama as a process, techniques and a genre as a spiral curriculum that builds on prior knowledge and develops more complex skills in preparation for GCSE Drama.</p> |
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|                    |   | Assessment   |
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| <b>Autumn Term</b> | <p><b>Unit 1: Create a Character (<i>Acting Skills</i>)</b></p> <p><b><i>Developing basic skills in acting and group work:</i></b><br/><b><i>Pupils have 3- 4 x 100 minute lessons focusing on how to work effectively as a team and how to create interesting, engaging characters through the use of acting skills such as facial expressions, body language, gestures, movement and voice. Drama techniques are also explored.</i></b></p> <p><b>Techniques include:</b></p> <ul style="list-style-type: none"> <li>■ Multi-role - Playing more than one role in a performance</li> <li>■ Role-play - Act out / perform the role of a character</li> <li>■ Still images - A frozen image showing a moment within a scene</li> <li>■ Hot seating – A rehearsal technique where a character is questioned to develop a role</li> <li>■ Improvisation – Acting on the spot, without rehearsal</li> <li>■ Working with props – Using objects to enhance a scene</li> <li>■ Vocal workshop – Learning how to use pace, pitch, tone and projection</li> <li>■ Physical Awareness – Becoming aware of how to use physical skills to represent character</li> </ul>  | <p><b>Unit 1 – MAKING</b><br/>Pupils are assessed on their level of contribution and understanding if the task through rehearsal and group work)</p> <p><b>Retrieval:</b><br/>End of Unit<br/>Knowledge test on Teams.</p>                               |
|                    | <p><b>Unit 2: Darkwood Manor (<i>Devising</i>)</b></p> <p><b><i>Introduction to devising using a stimulus:</i></b><br/><b><i>Pupils have 3- 4 x 100 minute lessons focusing on how to devise in Drama starting with the stimulus of Darkwood Manor (a haunted house that is up for sale). Pupils use their knowledge from the previous unit to create and develop a range of characters as villagers or visitors. Pupils also have the opportunity to use a range of drama techniques and genres to create an interesting and engaging piece of performance work.</i></b></p> <p><b>Techniques include:</b></p> <ul style="list-style-type: none"> <li>■ Teacher in role – The teacher acts in character relating to the topic / story</li> <li>■ Character development (such as role-on-the-wall and hot-seating)</li> <li>■ Role on the Wall – Rehearsal technique used to infer meaning about a character and to visually map the relationship between characteristics (emotions) and actions (behaviours) onto a simple outline of a human figure.</li> <li>■ Mime – The technique of suggesting action, character, or emotion without words, using only gesture, expression, and movement.</li> <li>■ Soundscapes - The use of sounds which are combined to create mood and atmosphere within a scene</li> </ul> | <p><b>Unit 2 – PERFORMING &amp; RESPONDING</b><br/>Pupils are assessed on their performance skills and how constructive their peer and self assessment is (written and verbal)</p> <p><b>Retrieval:</b><br/>End of Unit<br/>Knowledge test on Teams.</p> |

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| Spring Term | Unit 3: Pantomime (Script)  | Assessment  |
|             | <p><b>Script work using the pantomime Aladdin: Pupils have 3- 4 x 100 minute lessons where they will learn about the genre of Pantomime and the key aspects of the genre. They will then read the script Aladdin and explore the characters, working towards a performance of a section of the script. Pupils will ultimately learn how to move a script from page to stage through the genre of Pantomime.</b></p> <p><b>Techniques include:</b></p> <ul style="list-style-type: none"> <li>■ Costume Design – Designing costumes for characters</li> <li>■ Improvisation - Acting on the spot, without rehearsal</li> <li>■ Script work – Bringing characters to life from an existing playscript</li> <li>■ Direct audience address – Breaking the fourth wall and directly involving the audience in the performance</li> <li>■ Individual research - Independent research to deepen knowledge and understanding of the topic</li> </ul>  | <p><b>Unit 3 – PERFORMING &amp; RESPONDING</b></p> <p>Pupils are assessed on their performance skills and how constructive their peer and self assessment is (written and verbal)</p> <p><b>Retrieval:</b><br/>End of Unit<br/>Knowledge test on Teams.</p> |
|             | Unit 4: Storytelling (Process)  |   |
|             | <p><b>Using storytelling as a process for performance: Pupils explore all the different ways that a story can be told. They will look at a range of performance techniques and discover ways to engage an audience through these techniques, performance skills and acting skills.</b></p> <p><b>Techniques include:</b></p> <ul style="list-style-type: none"> <li>■ Narration - Technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action</li> <li>■ Line stories Presenting / Reportage – Acting out a news report to inform the audience</li> <li>■ Mime - The technique of suggesting action, character, or emotion without words, using only gesture, expression, and movement.</li> <li>■ Multi-role - Playing more than one role in a performance</li> </ul>   | <p><b>Unit 4 – MAKING</b></p> <p>Pupils are assessed on their level of contribution and understanding if the task through rehearsal and group work)</p> <p><b>Retrieval:</b><br/>End of Unit<br/>Knowledge test on Teams.</p>                               |
| Summer Term | Unit 5: Charlie & the Chocolate Factory (Techniques)  | Assessment  |
|             | <p><b>Using the script of Charlie and the Chocolate Factory as a stimulus for developing characters and techniques</b></p> <p><b>Pupils have 3- 4 x 100 minute lessons where they will learn about and explore key characters in the play. They will read sections of the script and explore the characters, working towards short performances. Alongside character exploration, pupils will also learn key techniques such as hot seating, choral speaking and movement, and physical theatre.</b></p> <p><b>Techniques include:</b></p> <ul style="list-style-type: none"> <li>■ Hot-seating - A rehearsal technique where a character is questioned to develop a role</li> <li>■ Reportage - Acting out a news report to inform the audience</li> <li>■ Choral Speaking – Speaking in unison to add emphasis to sections of script / key dialogue</li> <li>■ Cross-cutting - When two or more scenes that take place in different times or places are performed on stage at the same time</li> <li>■ Role-play - Act out / perform the role of a character</li> <li>■ Body as objects – A physical theatre technique where actors create objects within a scene using their bodies</li> </ul> | <p><b>Unit 3 – PERFORMING</b></p> <p>Pupils are assessed on their performance skills using a range of techniques, performance and acting skills</p> <p><b>Retrieval:</b><br/>End of Unit<br/>Knowledge test on Teams.</p>                                   |

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| <b>Summer Term</b> | <p><b>Unit 6: Improvisation (Genre)</b></p> <p><i>Exploring the genre of Improvisation: Pupils will be given the opportunity to develop their spontaneous creative skills and build their confidence through improvisation. A range of exercises and activities will enable pupils to create a range of interesting characters in different situations. The difference between spontaneous and polished improvisation will also be explored.</i></p> <p><b>Techniques include:</b></p> <ul style="list-style-type: none"> <li>■ Use of imagination - The ability to use the imagination to create unique scenes</li> <li>■ Spontaneous creation – Acting on the spot without preparation / rehearsal time</li> <li>■ Role-play - Act out / perform the role of a character</li> <li>■ Hot-seating - A rehearsal technique where a character is questioned to develop a role</li> </ul> | <p><b>Retrieval:</b><br/>End of Unit<br/>Knowledge test on<br/>Teams.</p> |
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| <b>Useful Resources for Supporting Your Child at Home:</b>  | <b>Homework:</b>  |
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| <ul style="list-style-type: none"> <li>■ <a href="#">How to create a character - BBC Bitesize</a></li> <li>■ <a href="#">The Soul of Good Character Design – YouTube</a></li> <li>■ <a href="#">Storytelling: How to influence your audience through story   City Lit</a></li> <li>■ <a href="#">7 Storytelling Techniques Used by the Most Inspiring TED Presenters (visme.co)</a></li> <li>■ <a href="#">What is Improvisation? - Improv Acting &amp; Comedy   City Academy (city-academy.com)</a></li> </ul> | <ul style="list-style-type: none"> <li>■ Practical character observations</li> <li>■ Practising different accents and facial expressions</li> <li>■ Script reading</li> <li>■ Learning lines</li> <li>■ End of Unit knowledge quizzes on teams</li> </ul> |